

## Exploring Expository Text

### Lesson Preparation

Daily Lesson 3	READING	
	TEKS	Ongoing TEKS
<b>Key Understandings and Guiding Questions</b>	E1.Fig19A, B E1.8A E1.9A E1.15Ci	
<b>Vocabulary of Instruction</b>	<ul style="list-style-type: none"> <li>• Readers make connections in order to better understand themselves and the world around them by reading a variety of texts and genres.</li> <li>— How does making connections to a text impact understanding?</li> </ul>	
<b>Materials</b>	<ul style="list-style-type: none"> <li>• Reader's Notebook (1 per student)</li> <li>• Teacher Reader's Notebook (1)</li> <li>• Sticky note (10-12 per student)</li> <li>• Expository Texts from Daily Lesson 01</li> <li>• Example expository text from Daily Lesson 02 (class set)</li> <li>• Chart paper (if applicable)</li> </ul>	
<b>Attachments and Resources</b>		
<b>Advance Preparation</b>	1. Prepare to display visuals as appropriate.  2. Prepare to model selecting important details and writing a summary from the example expository text from Daily Lesson 02.	
<b>Background Information</b>	Summarize – <b>to reduce large sections of text to their essential points and main ideas. Note: It is still important to attribute summarized ideas to the original source</b>  This Instructional Routine partially assesses Performance Indicator: <i>"Write multiple reflections to include personal and world connections, thoughts, and responses to informational texts and media."</i>	
<b>Teacher Notes</b>		

## Instructional Routines

Daily Lesson 3	READING
<b>Duration and Objective</b>	<p>Suggested Duration: 50-60 min.</p> <p><u>Content Objective</u>: Students select important details and write a summary of an expository text.</p>
<b>Mini Lesson</b>	<ol style="list-style-type: none"> <li>1. Pose the question: <b>“How was your day yesterday?”</b> Instruct students to write a 2-3 sentence summary in the Reader’s Notebook. Ask: <b>Did you write something like this?:</b> <i>“It was like every other day. I went to class, ate lunch, saw my friends, nothing unusual.”</i> Ask for volunteers to share their summaries.</li> <li>2. Distribute sticky notes and have students list as many details as they can for their day. Provide inspiration by asking, <b>“What did you eat for breakfast? How did you get to school?”</b></li> <li>3. Explain to students that if they were to write a summary of their day, they would only include the most important details in their summary. Have students review their details, then remove the sticky notes for the ones that are less important, leaving only the most important details about their day. If time permits, allow for a short period of time for students to write a summary of their day in their Reader’s Notebook.</li> <li>4. Display example expository text from Daily Lesson 02. With students, select the most important details that support the author’s purpose. Model writing a summary of the text, incorporating the most important details selected.</li> </ol>
<b>Learning Applications</b>	<ol style="list-style-type: none"> <li>1. Students work in <b>Collaborative Groups</b> to summarize the text they used in Daily Lesson 02. They discuss which details are the most important details together.</li> <li>2. Individually, students write a summary of the expository text incorporating the most important details in their Reader’s Notebook.</li> </ol>
<b>Closure</b>	<ol style="list-style-type: none"> <li>1. Ask: <b>Why is it important to distinguish between the important and less important details in an expository text?</b> Discuss responses.</li> </ol>